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ABSTRACT

Focusing on the occupational clusters of public service and personal and product services, this unit entitled "Pet Industry" is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), two career development themes (e.g., understand the characteristics of life-roles and their functions), three unit goals (e.g., increase awareness of jobs in the pet industry), and four performance objectives (e.g., verbalize how one job in the pet industry might be enjoyable to you). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include choosing a pet, training of animals, and care of pets. Section III contains seven reference sheets and section IV contains sixteen student activity sheets. (CT)

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ED169259

Suggested for
Grade 2

PET INDUSTRY

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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EDUCATION & WELFARE
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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

PET INDUSTRY

Grade 2

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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Coloma Community Schools
Coloma, Michigan

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

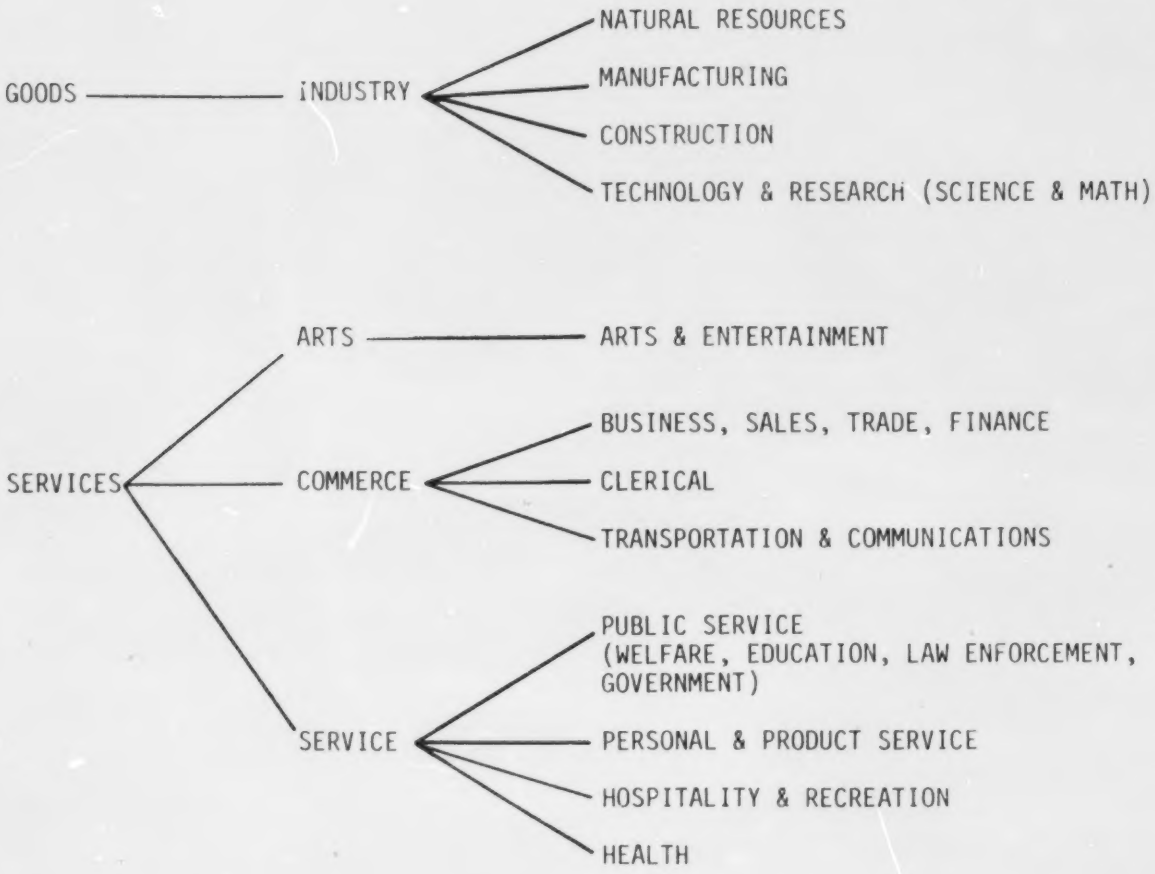
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Pet Industry"
2nd Grade

Unit Rationale

This unit provides experiences in which the children will learn many valuable facts, skills, and habits about pets and workers in the pet industry.

Children love animals in general and pets in particular. They like to feed, care for, and train them. The activities in this unit will help the students develop positive attitudes toward both the pets and the workers. At the same time the students will continue to develop their abilities in reading, writing, language, and artistic expression.

Teacher Information

This unit may be taught in a period of two to three (2-3) weeks. Note that the unit will take fifteen to twenty (15-20) instructional hours.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary activity sheets.
3. Refer to the reference sheets and capsules for additional information.
4. Check the Resources and Materials' columns in the capsules to determine what materials are needed.
5. Refer to the following sources for background information concerning this unit:

   World Book Dictionary (or any other dictionary)

   World Book Encylopedia (or any other encyclopedia)

   Dictionary of Occupational Titles, Volume 1, U.S. Department of Labor.

   Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.

   Reference Sheet #1

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"Pet Industry"
2nd Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Pet Industry"
2nd Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.1 - The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)

Unit Goal - The student will understand that work in the pet industry can be self-enhancing.

Unit P.O. #1 - The student will verbalize how one (1) job in the pet industry might be enjoyable to him/her.
(Evaluation Tabulation Form B, column P.O. #1)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her awareness of jobs in the pet industry.

Unit P.O. #2 - Given the names of ten (10) workers, the student will correctly identify with at least 80% accuracy those who work in the pet industry.
(Evaluation Sheet #1)

Unit P.O. #3 - Given ten (10) statements describing jobs in the pet industry with the names of two (2) workers after each, the student will choose with at least 80% accuracy the worker most frequently associated with that job.
(Evaluation Sheet #2)

Unit Goal - The student will increase his/her awareness of the correct care of animals.

Unit P.O. #4 - Given ten (10) true and false statements concerning the care of animals, the student will correctly indicate with at least 80% accuracy whether each statement is true or false.
(Evaluation Sheet #3)

Evaluation Procedure
"Pet Industry"
2nd Grade

Pre-assessment

1. Review the elements, themes, goals, and performance objectives before you begin.

2. Make copies of Evaluation Sheets #1, 2, and 3 for the students.

3. Distribute Evaluation Sheet #1.

   A. Read the name of each of the following workers: (Ask the students to circle the name if that person works in the pet industry.)

      1) Trainer
      2) Humane-Society worker
      3) Baker
      4) Groomer
      5) Firefighter
      6) Veterinarian
      7) Farrier
      8) Principal
      9) Baseball player
      10) Breeder

   Note that the correct answers are numbers 1, 2, 4, 6, 7, and 10.

   B. Use Evaluation Tabulation Form B, column P.O. #2 - Pre, to record the raw scores.

   C. Record on Evaluation Tabulation Form A, Evaluation Sheet #1, column P.O. #2 - Pre, the number of students who had eight (8) or more correct answers.

4. Give the students Evaluation Sheet #2.

   A. Read the questions concerning workers in the pet industry. Have the students circle the name of the worker most frequently associated with that job.

      1) Who cares for homeless animals?

         a. groomer b. humane-society worker

      2) Who trims a dog's hair?

         a. groomer b. farrier

      3) Who would fix an animal's broken bone?

         a. veterinarian b. breeder

Evaluation Procedure
(Continued)
"Pet Industry"
2nd Grade

4) Who raises young animals to sell?

a. canine patrol officer (b. breeder)

5) Who is responsible for keeping animal cages clean?

a. trainer (b. pet store owner)

6) Who puts shoes on horses?

a. veterinarian (b. farrier)

7) Who is responsible for catching stray dogs?

a. dog groomer (b. dog warden)

8) Who must teach animals to mind?

a. zoo keeper (b. trainer)

9) Who cleans horse stalls?

(a. stable worker) b. dog warden

10) Who paints dogs' toenails?

a. breeder (b. groomer)

Note that the correct answers are circled.

B. Use Evaluation Tabulation Form B, column P.O. #3 - Pre, to record the raw scores.

C. Record on Evaluation Tabulation Form A, Evaluation Sheet #2, column P.O. #3 - Pre, the number of students who had eight (8) or more correct answers.

5. Give the students Evaluation Sheet #3.

A. Read the statements concerning the care of animals. Have the students circle "true" if the statement is true and circle "false" if it is not true.

(TRUE) 1. You must always treat your pets gently.

(FALSE) 2. You should shoot small wild birds and animals if you have a BB gun.

(FALSE) 3. All pets should be kept in small cages.

(TRUE) 4. Large pets such as horses will need lots of room to exercise.

(FALSE) 5. Gerbils should be kept in water.

(FALSE) 6. Small baby chickens and kittens need to be held and petted a great deal.

(TRUE) 7. Animals' homes should be kept clean.

(TRUE) 8. Animals that are kept outside in the winter need a shelter.

(FALSE) 9. You should feed animals all they want to eat.

(FALSE) 10. You should shout at animals.

Note that the correct answers are in parentheses before each statement.

B. Use Evaluation Tabulation Form B, column P.O. #4 - Pre, to record the raw scores.

C. Record on Evaluation Tabulation Form A, Evaluation Sheet #3, column P.O. #4 - Pre, the number of students who had eight (8) or more correct answers.

6. Study the results of these tests and the performance objectives to determine the areas in which the students will need the most help.

7. Follow the post-assessment procedures at the conclusion of this unit.

Assessment - During Implementation

1. Study Performance Objective #1.

2. Encourage the students to discuss reasons why they might enjoy doing a particular type of work pertaining to the pet industry. Do this intermittently or in different ways while teaching this unit; i.e., have the students draw pictures of their favorite type of task, discuss a favorite task on a one-to-one basis with the individual students, or encourage the students to share their feelings with the entire class.

Evaluation Procedure
(Continued)
"Pet Industry"
2nd Grade

3. Use Evaluation Tabulation Form B, column P.O. #1, to keep a record of those students who have met the criterion as stated in Performance Objective #1.

Post-assessment

1. Follow the instructions #1-7 as listed in the pre-assessment section, but record the results in the post-test sections of Evaluation Tabulation Forms A and B.

2. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Pet Industry" Teacher _____

Building _____ Grade 2nd

Performance Objective		* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #2	Identify workers in the pet industry.	1	10	8			
Post - P.O. #2	Identify workers in the pet industry.	1	10	8			
Pre - P.O. #3	Identify job characteristics.	2	10	8			
Post - P.O. #3	Identify job characteristics.	2	10	8			
Pre - P.O. #4	Identify proper method of caring for animals.	3	10	8			
Post - P.O. #4	Identify proper method of caring for animals.	3	10	8			
Pre - P.O. #1	None						
Post - P.O. #1	Identify how the pet industry might appeal to them.	Eval. Tab. Form B, col. P.O. #1	1	1			

Date Returned to Principal _____

*Administer these tests in the sequence listed.

Evaluation Tabulation Form B

Unit Name "Pet Industry" Teacher _____

Building _____ Grade 2nd

1. Use columns P.O. #2, 3, and 4 - Pre and Post, to record the number of correct answers given by individual students on Evaluation Sheets #1, 2, and 3.
2. Use the last column, P.O. #1, to check (✓) the names of those students who told how one (1) job in the "Pet Industry" might be enjoyable to them. (Do this intermittently during the teaching of this unit.)
3. Figure the percentage of growth for each student.
4. Total at the bottom the number of students who met the criteria as stated in the performance objectives.
5. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2			#3			
P.O. #	#2	#2	% of	#3	#3	% of	#4	#4	% of	#1
NAMES	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Post
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.			26							

Evaluation Tabulation Form B
(Continued)

Unit Name "Pet Industry" Teacher _____

Building _____ Grade 2nd

Evaluation Sheet #	#1			#2			#3			
P.O. #	#2	#2		#3	#3		#4	#4		#1
NAMES	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Post
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
Total										

EVALUATION SHEET #1

NAME_____

DATE_____

CIRCLE THE NAMES OF THOSE PEOPLE WHO WORK IN THE PET INDUSTRY AS YOUR TEACHER READS THE NAMES OF THE FOLLOWING WORKERS:

1. TRAINER
2. HUMAN SOCIETY WORKER
3. BAKER
4. GROOMER
5. FIREFIGHTER
6. VETERINARIAN
7. FARRIER
8. PRINCIPAL
9. BASEBALL PLAYER
10. BREEDER

EVALUATION SHEET #2

NAME_____

DATE_____

FOLLOW ALONG CAREFULLY AS YOUR TEACHER READS EACH OF THE FOLLOWING QUESTIONS AND NAMES OF WORKERS. CIRCLE THE NAMES OF THE WORKERS DESCRIBED.

1. WHO CARES FOR HOMELESS ANIMALS?

   A. GROOMER B. HUMANE SOCIETY WORKER

2. WHO TRIMS A DOG'S HAIR?

   A. GROOMER B. FARRIER

3. WHO WOULD FIX AN ANIMAL'S BROKEN BONE?

   A. VETERINARIAN B. BREEDER

4. WHO RAISES YOUNG ANIMALS TO SELL?

   A. CANINE PATROL OFFICER B. BREEDER

5. WHO IS RESPONSIBLE FOR KEEPING ANIMAL CAGES CLEAN?

   A. TRAINER B. PET STORE OWNER

6. WHO PUTS SHOES ON HORSES?

   A. VETERINARIAN B. FARRIER

7. WHO IS RESPONSIBLE FOR CATCHING STRAY DOGS?

   A. DOG GROOMER B. DOG WARDEN

8. WHO MUST TEACH ANIMALS TO MIND?

   A. ZOO KEEPER B. TRAINER

9. WHO CLEANS HORSE STALLS?

   A. STABLE WORKER B. DOG WARDEN

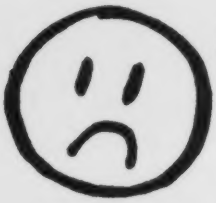
10. WHO PAINTS DOGS' TOENAILS?

    A. BREEDER B. GROOMER

EVALUATION SHEET #3

NAME_____

DATE_____



1. TRUE FALSE

2. TRUE FALSE

3. TRUE FALSE

4. TRUE FALSE

5. TRUE FALSE

6. TRUE FALSE

7. TRUE FALSE

8. TRUE FALSE

9. TRUE FALSE

10. TRUE FALSE

Capsule #1
Introduction

I. Introduce this unit by choosing one or more of the following activities:

   A. Have someone bring a pet into the room and tell about it.

   B. Show the filmstrip, Do You Love Animals?

   C. Read aloud a short story about a pet.

   D. Ask the students to describe a pet they would like to have.

   E. Hold a discussion on pets or other animals the students have seen on TV.

   F. Display the SVE picture series about pets.

II. Prepare for the acquisition of a classroom pet, and make the students responsible for its care.

III. Ask the students to bring in photos of their pets.

   A. Discuss these photos.

   B. Use them to make a bulletin board.

IV. Prepare a bulletin board that represents a pet shop. (See Reference Sheet #2)

V. Prepare a "Word Bank" bulletin board. (See Reference Sheet #3)

Resources and Materials	Notes
I.	
B. <u>Do You Love Animals?</u> from packet <u>Are You Looking Ahead?</u>, Eye Gate House, Inc., Jamaica, NY 11435	
C. <u>Billy and Blaze</u>, C. W. Anderson, 1936 Macmillan Co.	
F. SVE Picture Story Study Print set: Pets (SP 105) SVE, Inc., 1345 Diversey Parkway, Chicago, IL 60614	
IV. Reference Sheet #2	
V. Reference Sheet #3	

Capsule #2
Choosing a Pet

I. Discuss with the students how to choose a pet to fit their family.

A. Ask where they live (farm, city, subdivision).

B. Discuss what kind of pet they can keep in their area.

C. Explain that if they rent, they may not be allowed to have pets.

D. Suggest that if they are not allowed to keep a dog or cat, they may want a bird, fish, hamster, etc.

E. Ask if any members of their family are allergic to animals.

F. Discuss why their parents wouldn't want some pets in the house (hair, size, smell, etc.).

G. Ask if the pet they choose is safe.

H. Ask if they have small children at home who might harm the pet.

I. Ask if anyone in their family is afraid of pets.

J. Discuss if their parents can afford to feed a pet.

K. Ask if they have space for a pet. (Refer to Reference Sheet #4)

II. Help the students discover where they may obtain a pet.

A. Let the children bring in a newspaper ad about the selling of pets.

B. Let them contact the humane shelter.

C. Let them contact the dog pound.

D. Let them contact the pet store.

E. Let them contact the farrier.

III. Discuss the uses of pets; i.e., for companionship, for hunting, for showing, for catching mice, and for protecting families (watch dog).

IV. Let the students investigate the cost of pets.

A. Have them check newspapers.

Resources and Materials	Notes
I.	
K. Reference Sheet #4	

B. Let them talk to role-models; i.e., breeders and store owners. (See Reference Sheet #5)

C. Have them check catalogs.

D. Have them check in pet stores.

E. Have them call the humane shelter.

F. Have them visit the humane shelter, a pet store, or other places that raise animals to sell. (See Reference Sheet #6)

V. Show a filmstrip, or read books on choosing a pet.

A. Discuss the students' responsibility in choosing and caring for a pet.

B. Discuss what should be considered before a family obtains a pet.

Resources and Materials	Notes
B. Reference Sheet #5	
F. Reference Sheet #6	

Capsule #3
Training of Animals

I. Ask a trainer to come and discuss how he/she trains animals to help people. Have the trainer bring in an animal to demonstrate how animals are trained and what is expected of trained animals. (See Reference Sheet #5)

II. Let the students discuss why some trained animals are expected to behave differently from others.

A. Discuss how dogs used for different purposes would be trained; i.e., police work, showing, racing, hunting, guarding, and guiding the blind.

B. Discuss how horses used for different purposes would be trained; i.e., farming, racing, hunting, ranching, showing, and riding.

C. Give the students Activity Sheets #1 and #2.

III. Discuss why animals should be trained. (Explain that they should be trained so they will not make pests of themselves, so they will not harm others, and so they will be useful.)

IV. Let the students draw a picture of an animal being trained to help people. Encourage the students to tell how this animal helps them.

Resources and Materials	Notes
I. Reference Sheet #5	
II.	
C. Activity Sheets #1 and #2	
IV. Drawing paper Crayons	

Capsule #4
Care of Pets

I. Have the students name different pets. Let them discuss the type of shelter needed for that animal and why.

   A. Let the students draw pictures of different animals and their homes; i.e., a hutch for a rabbit; a barn for a horse or a cat; a house for a dog, a cat, or a gerbil; a cage for a bird or a gerbil; and a bowl for a fish or a turtle. Use these pictures for a bulletin board.

   B. Have the class discuss what may happen to animals that are not kept in proper shelters.

II. Ask the class a leading question about what they would feed their pets.

   A. Ask why they would feed different pets different kinds of food.

   B. Ask how proper foods affect animals' coats, eyes, physical stature, etc.

   C. Ask why they should limit the amounts and kinds of food given to pets.

III. Take a trip to a groomer or a farrier, or have them come in as role-models. (See Reference Sheet #5 and #6)

   A. Give the students Activity Sheet #3. Discuss what the job of a farrier is.

   B. Give the students Activity Sheet #4. Discuss what the job of a groomer is.

   C. Ask what tools a groomer or farrier uses.

   D. Ask on what different kinds of animals they work.

   E. Discuss why they have to be gentle with the animals on which they work.

IV. Show the filmstrip, <u>My Dad - The Veterinarian</u>.

   A. Give the students Activity Sheet #5. Discuss the different jobs or duties of veterinarians.

   B. Ask what kinds of tools they use.

   C. Discuss what kind of education veterinarians need.

Resources and Materials	Notes
I. A. Magazines, glue, drawing paper, pencils, and crayons	
III. Reference Sheets #5 and #6 A. Activity Sheet #3 B. Activity Sheet #4	
IV. My Dad - The Veterinarian, (JH 3725 F) from What Does Your Dad Do?, Scott Education Division A. Activity Sheet #5	

D. Ask why veterinarians need to be kind to animals.

E. Read a book to the students about veterinarians.

V. Show the filmstrip, Care of Animals.

A. Discuss how pets depend on people for a good life.

B. Ask why pets' homes should be kept clean.

C. Discuss how different pets should be handled.

VI. Stress the general care of pets.

A. Have the students review the things that are necessary to care for pets.

B. Let the students talk about their responsibilities toward their pets. (Explain to them that pets need food and shelter. Stress that pets must be kept from annoying neighbors and parents; i.e., chasing cars, biting, digging, chewing things, and making noise.)

C. Explain that pets need protection.

1. Have the students make certain their pets can't get into the road.

2. Have them keep their pets on their own property.

3. Have them keep their pets out of the garbage.

4. Caution the students not to overfeed their pets nor to give them the wrong things to eat.

5. Stress that some pets must have shots and licenses.

6. Explain that I.D. tags help identify the owners if a pet gets lost.

D. Discuss the general treatment of pets.

E. Let the students discuss what characteristics are needed by individuals to work with animals; i.e., patience, gentleness, and consistency.

F. Give the students Activity Sheet #6. Review the needs of pets, and discuss how workers, such as those from the Humane Society, protect animals.

Resources and Materials	Notes
E. I Want To Be An Animal Doctor, Carla Greene, Childrens Press, Inc., 1965 V. Care of Animals, (#33-1), from Animals and Their Ways, Eye Gate House, Inc., Jamaica, NY 11435 VI. F. Activity Sheet #6	

VII. Conclude the capsule by having the students do the following activities:

A. Let them draw pictures of the workers in the pet industry and verbalize how those workers help animals.

B. Have them tell about and/or illustrate a worker whom they might enjoy being. Use Evaluation Tabulation Form B, column P.O. #1, to check those students who told about workers they might like to be.

Resources and Materials	Notes
VII. A. Drawing paper Crayons B. Evaluation Tabulation Form B	

Capsule #5
Optional Activities

I. Choose from these optional related language arts skills at any time during the unit. Answers for the language arts skills activities may be found on Reference Sheet #7.

A. Stress reading skills.

1. Let the students work a crossword puzzle using the names of pets and pet workers on Activity Sheets #13a and #13b.

2. Have the students draw a line from the riddle to the picture that answers it on Activity Sheet #14.

3. Have the students work a crossword puzzle about "Me Pet" on Activity Sheet #15.

B. Stress poetry skills.

1. Read the poem on Activity Sheet #16 to the students.

a. Ask if they have ever forgotten to take care of their pets.

b. Ask how they think they might feel if someone forgot to feed them and then left them all alone.

c. Let them illustrate the poem.

2. Read a variety of poems about pets to the students.

3. Let the students write a class poem about pets.

C. Stress language skills.

1. Have the students correctly use "is" or "are" in sentences dealing with pets on Activity Sheet #7.

2. Have the students correctly use "see," "saw," or "seen" in sentences dealing with pets on Activity Sheet #8.

3. Have the students correctly use "am not," "is not," or "are not" in sentences dealing with pets on Activity Sheet #9.

4. Have the students correctly copy the letter about pets on Activity Sheet #10. Have them use the correct capitalization and punctuation.

D. Introduce language arts games.

1. Play "I'm Thinking of An Animal."

Resources and Materials	Notes
I. Reference Sheet #7	
A.	
1. Activity Sheets #13a and #13b	
2. Activity Sheet #14	
3. Activity Sheet #15	
B.	
1. Activity Sheet #16	
c. Crayons	
C.	
1. Activity Sheet #7	
2. Activity Sheet #8	
3. Activity Sheet #9	
4. Activity Sheet #10	

a. Let a student get up in front of his classmates and state: "I'm thinking of an animal." Have him describe the animal. Let his classmates guess what the animal is.

b. Note that the following is another version:

1) Choose four (4) or five (5) people.

2) Find a place to play.

3) Get an animal dictionary or an animal encyclopedia.

a) Let the person chosen first look at the book and give two (2) hints about an animal; i.e., say that it comes out mostly at night, and it looks like it wears a mask.

b) Let the other students ask questions about the animal; i.e., "Does it live in a zoo?" "Does it have four (4) legs?"

c) Let the person who guesses the correct animal choose the next one and give two (2) more hints.

II. Choose from these optional related science skills at any time during the unit. Answers for the science skills activities may be found on Reference Sheet #7.

A. Let the students draw a line from the adult animal to the young animal on Activity Sheet #11.

B. Have the students correctly identify the feet of the animals that are drawn on Activity Sheet #12.

III. Choose from these optional related perception skills at any time during the unit. Answers for the perception skills activities may be found on Reference Sheet #7.

A. Take enlarged pictures of animals, all about the same size, and cut them up into pieces (like a puzzle). Cut the puzzle pieces all the same sizes or shapes. Have the students put each picture together as a puzzle.

B. Scramble up the puzzles so that the students will put together differents parts of animals. See if they can recognize the animals from the individual puzzle pieces.

Resources and Materials	Notes
b.	
3) Animal dictionary or animal encyclopedia	
II. Reference Sheet #7	
A. Activity Sheet #11	
B. Activity Sheet #12	
III. Reference Sheet #7	
A. Enlarged pictures of animals	

IV. Choose from these optional related art skills at any time during the unit. Answers for the art skills activities may be found on Reference Sheet #7.

A. Give the students modeling clay to make animals that they have studied or pets that they have at home.

B. Let the students make pet puppets from paper bags. Let them use their own creative ideas.

Resources and Materials	Notes
IV. Reference Sheet #7 A. Modeling clay B. Paper bags, scissors, paste, construction paper, crayons	

Reference Sheet #1

Animal breeder - breeds and raises animals to sell and/or to show.

Animal caretaker (or pet store owner) - feeds and waters animals, cleans their cages, and examines them to detect signs of illness.

Blacksmith or farrier (farrier is from the Latin word meaning of iron) - forges (makes) and repairs iron objects such as tongs, horseshoes, and chains. (He first heats the iron to a red glow and then hammers it by hand on an anvil to shape and weld it into the object he is making.)

Humane Society worker - checks to see that animals are not mistreated.

Dog warden - captures and impounds unlicensed, stray, and uncontrolled animals; cares for the impounded animals; examines dog licenses for validity; sends warnings or summonses to delinquent owners; and destroys unclaimed animals.

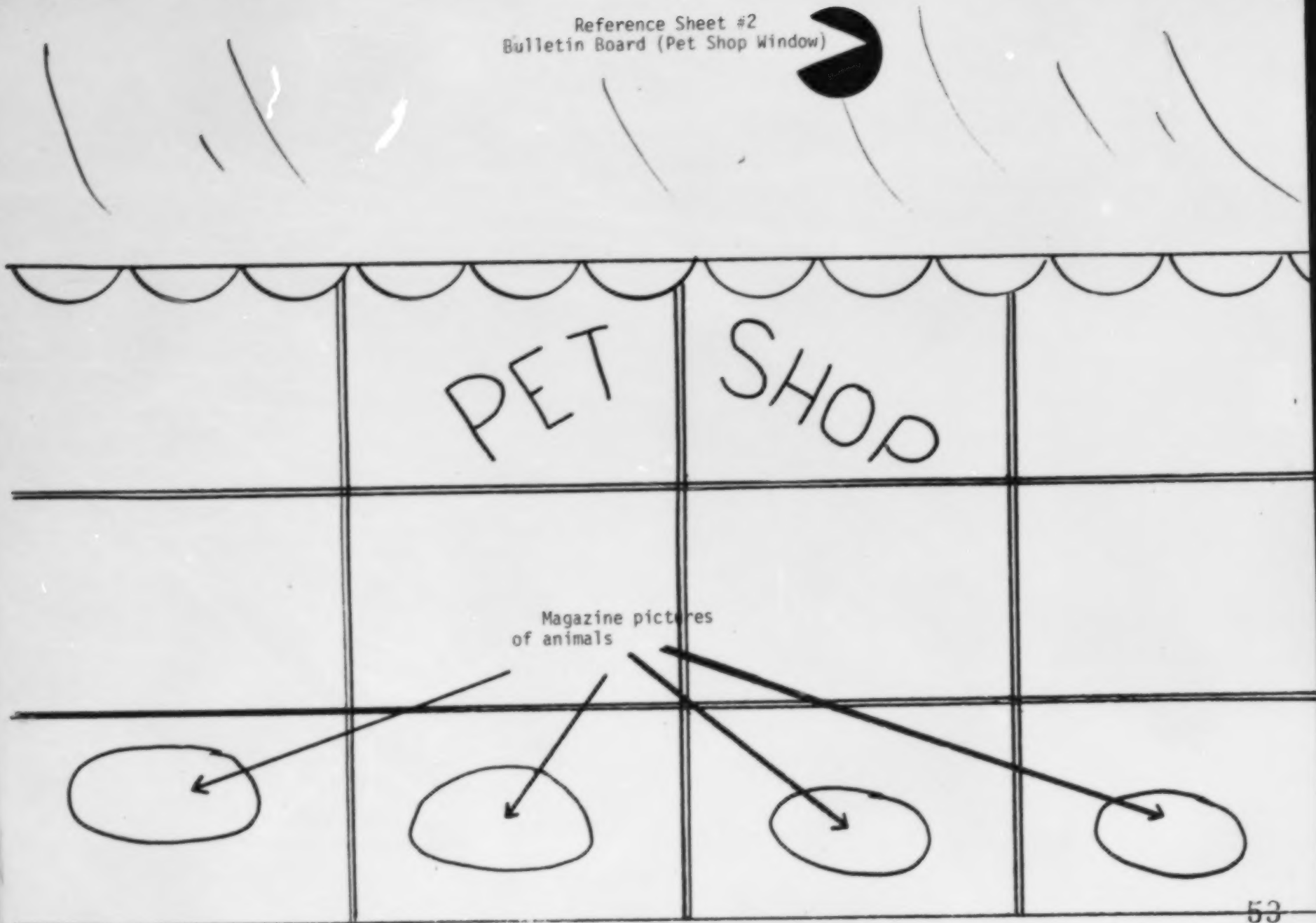
Groomer - washes, brushes, and combs (or curries) animals. (He also trims such parts as their tails, nails, and manes.)

Trainer - trains animals to mind, to perform, to compete, or to work.

Stableperson - cares for horses and mules while the animals are in the stable by protecting their health, by improving their appearance, by providing fresh water, by giving food, by grooming, and by keeping their stalls clean.

Veterinarian - diagnoses and treats diseases and disorders of animals.

Reference Sheet #2
Bulletin Board (Pet Shop Window)



Reference Sheet #3
Bulletin Board - WORD BANK

1. Make word cards of the words being used in the unit;
   i.e., dog, pet, veterinarian, Humane Society, kindness, etc.
2. Pin these around or on the drawing.
3. Add to this board throughout the unit.

Reference Sheet #4

DOGS

List a dog's basic needs.

1. Explain that a dog needs a roomy yard or a long chain so it can run and play.
2. Say that it needs shelter from sun, rain, and cold.
3. Explain that it needs cool, fresh water every day to drink.
4. Say that it needs good food to eat.
5. Stress that it needs relief from worms, fleas, and disease.
6. Say that it needs companionship from its best friend, its owner.

CATS

List a cat's basic needs.

1. Say that it needs a special place where it can lie undisturbed.
2. Explain that it needs good food to eat and milk to drink.
3. Say that it needs fresh water where it can get a drink any time it's thirsty.
4. Explain that it needs access to the outdoors or to a sandbox which should be changed often.
5. Say that it needs playtime and loving when it feels like companionship.

HAMSTERS AND OTHERS

Explain that hamsters, birds, fish, and turtles all have special needs. Have the students find out how to take proper care of these animals if they want one for a pet.

Refer to the latest American Humane Association pamphlets.

CHECKLIST FOR PET OWNERS

1. Say that people like a comfortable place to sleep, and so do animals. Ask about the students' pets.

Reference Sheet #4
(Continued)

2. Say that people like to run, to jump, and to take walks, and so do animals. Ask if their pets get exercise every day.

3. Explain that people like fresh water to drink, and so do animals. Ask if they give fresh water to their pets.

4. Say that people like good-tasting food that is good for them, and so do animals. Ask if their pets have good food that they like.

5. Explain that people do not like to live in prison and neither do animals. Ask if their pets have freedom or at least the largest possible pen or cage.

6. Say that people do not like to be hurt and neither do animals. Ask if they are careful not to hurt their pets.

7. Explain that people like to be with friends to talk, and so do animals. Ask if their pets have companionship.

8. Ask how THEY would like to be treated if they were an animal. Explain that their pets depend on their owners.

Reference Sheet #5
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #6
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #7
Answers for Activity Sheets #7-15

ACTIVITY SHEET #7

1. are
2. is
3. are
4. are
5. is
6. is
7. are

ACTIVITY SHEET #8

1. saw
2. seen
3. seen
4. see
5. see
6. saw
7. saw
8. see
9. seen

ACTIVITY SHEET #9

1. is not
2. are not
3. is not
4. am not
5. are not
6. are not
7. am not
8. are not

ACTIVITY SHEET #10

April 20, 1976

Dear Ann,

For my birthday I got a cute puppy. I named him Teebo. He is a boxer.

I also have a kitten named Tiger. Please come and see my new pets.

Your friend,

Bobby

ACTIVITY SHEET #11

dog - puppy
cat - kitten
horse - foal
bird - fledgling
rabbit - kit
sheep - lamb

ACTIVITY SHEET #12

1. frog
2. calf
3. cat
4. horse
5. bird
6. duck

ACTIVITY SHEET #13

Across - 1. horse
3. fish
4. breeder
7. gerbil
8. cat

Down - 1. hamster
2. vet
5. rabbit
6. turtle

ACTIVITY SHEET #14

1. hops - rabbit
2. runs - dog
3. wiggles - worm
4. jumps - frog
5. pounces - cat
6. trots - horse
7. flies - bird
8. all fly except - a boy or a girl

ACTIVITY SHEET #15

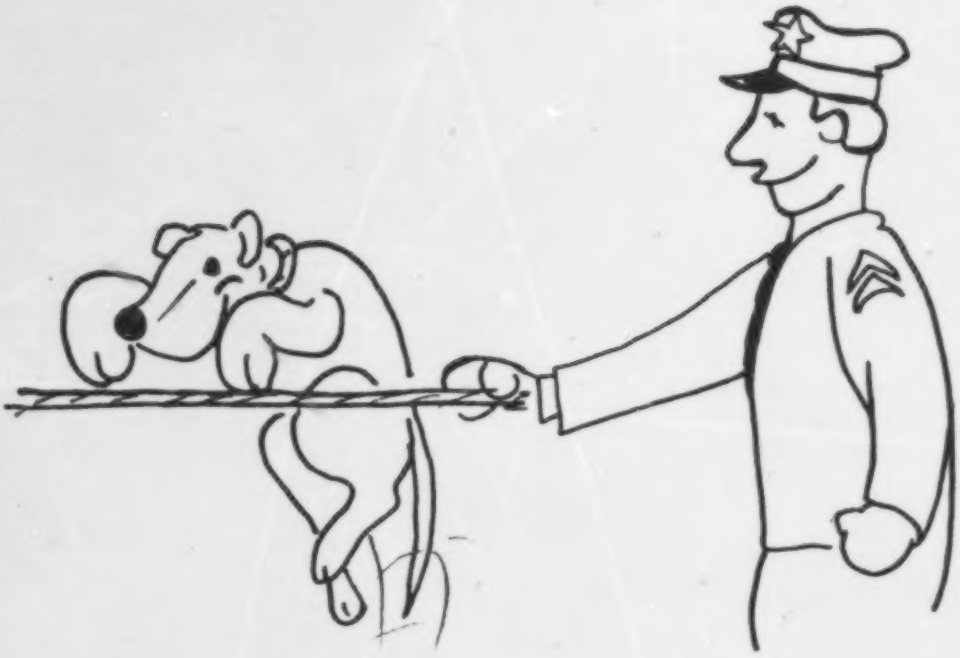
Across - 3. muzzle
4. bone
5. wags
8. leash
10. paws

Down - 1. house
2. collar
4. bowl
6. sniffs
7. barks
9. spot

ACTIVITY SHEET #1

NAME _____

DATE _____



SOME DOGS ARE TRAINED FOR POLICE WORK. NAME SOME THINGS POLICE DOGS DO.

_____

_____

SOME DOGS ARE TRAINED TO LEAD BLIND PEOPLE. TELL HOW THEY HELP TO LEAD THESE PEOPLE.

_____

_____

_____

ACTIVITY SHEET #2

NAME_____

DATE_____

SOME ANIMALS ARE TRAINED TO RACE.

OTHERS ARE TRAINED TO PROTECT AND GUARD PEOPLE AND PROPERTY.

ACTIVITY SHEET #3

NAME_____

DATE_____

A FARRIER OR BLACKSMITH HAS TO BE STRONG AND PATIENT. HE SHAPES SHOES FOR HORSES, AND NAILS THEM TO THE HORSES' HOOVES.

ACTIVITITY SHEET #4

NAME_____

DATE_____

WOULD YOU LIKE TO GROOM AN ANIMAL?

TELL WHAT TOOLS YOU MIGHT USE TO GROOM AN ANIMAL.

_____

_____

TELL HOW YOU WOULD TREAT THESE PETS.

_____

ACTIVITY SHEET #5

NAME_____

DATE_____

1.

2.

TELL WHY YOU WOULD OR WOULD NOT LIKE TO BE A VETERINARIAN.

_____

65

_____

ACTIVITY SHEET #6

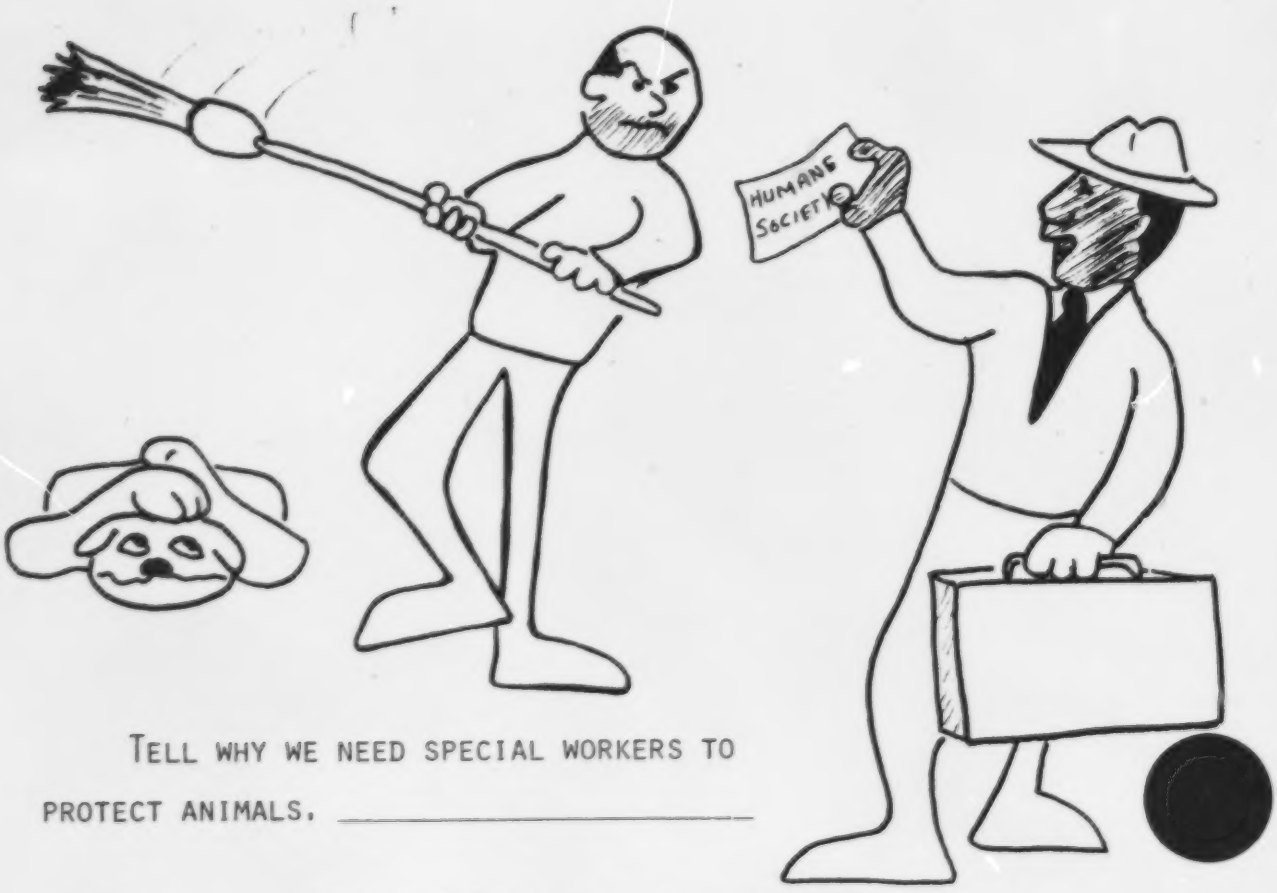
NAME_____

DATE_____

TELL SOME OF THE SPECIAL NEEDS OF ALL PETS. _____

_____

_____



TELL WHY WE NEED SPECIAL WORKERS TO PROTECT ANIMALS. _____

_____

_____

ACTIVITY SHEET #7

NAME_____

DATE_____

WRITE "IS" OR "ARE" IN EACH OF THESE SENTENCES.

1. THE DOGS _____ RUNNING DOWN THE STREET.

2. A KITTEN _____ SMALLER THAN A CAT.

3. THE HORSES _____ IN THE BARN.

4. THERE _____ SIX PUPPIES IN THE BARN.

5. WHERE _____ MY HAMSTER?

6. _____ YOUR PET LARGE OR SMALL?

7. HOW MANY GOLDFISH _____ IN THE BOWL?

ACTIVITY SHEET #8

NAME_____

DATE_____

WRITE "SEE," "SAW," OR "SEEN" IN THE FOLLOWING SENTENCES.

1. WE _____ THREE GERBILS.

2. HAVE YOU EVER _____ A GERBIL?

3. MIKE HAS NEVER _____ A HAMSTER.

4. _____ THE HORSE JUMP THE FENCE!

5. CAN YOU _____ MY KITTEN IN THE TREE?

6. THE FIREMAN _____ MY KITTEN IN THE TREE.

7. THE VETERINARIAN _____ THREE DOGS TODAY.

8. DID YOU _____ THE DOG SHOW?

9. HAVE YOU _____ MY NEW FISH?

ACTIVITY SHEET #9

NAME_____

DATE_____

WRITE "AM NOT," "IS NOT," OR "ARE NOT" IN THE FOLLOWING SENTENCES.

1. TAMMY _____ GOING TO THE PET SHOW.

2. YOU _____ GOING TO GET A PET FOR YOUR BIRTHDAY.

3. HE _____ TAKING CARE OF HIS PUPPY.

4. I _____ LEAVING MY PET WITHOUT WATER.

5. WE _____ BUYING A NEW HORSE.

6. THEY _____ IN THE BARN.

7. I _____ LETTING MY DOG CHASE CARS.

8. THE BOYS _____ FIXING THE HOLE IN THE RABBIT'S CAGE.

ACTIVITY SHEET #10

NAME_____

DATE_____

PUT IN ANY CAPITAL LETTERS OR PERIODS IN THE LETTER AS YOU COPY IT OVER.

april 20, 1975

dear ann,

for my bithday i got a cute puppy. i named him teebo. he is a boxer

i also have a kitten named tiger. please come and see my new pets

your friend,

bobby

ACTIVITY SHEET #11

NAME_____

DATE_____

MATCH THE ADULT ANIMAL WITH THE YOUNG ANIMAL BY DRAWING A LINE FROM ONE TO THE OTHER.

ADULT	YOUNG
DOG	FOAL
CAT	FLEDGLING
HORSE	PUPPY
BIRD	KITTEN
RABBIT	LAMB
SHEEP	KIT

ACTIVITY SHEET #12

NAME _____

DATE _____

HERE ARE THE FEET OF SOME PETS. CAN YOU WRITE THE CORRECT NAME UNDER EACH?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

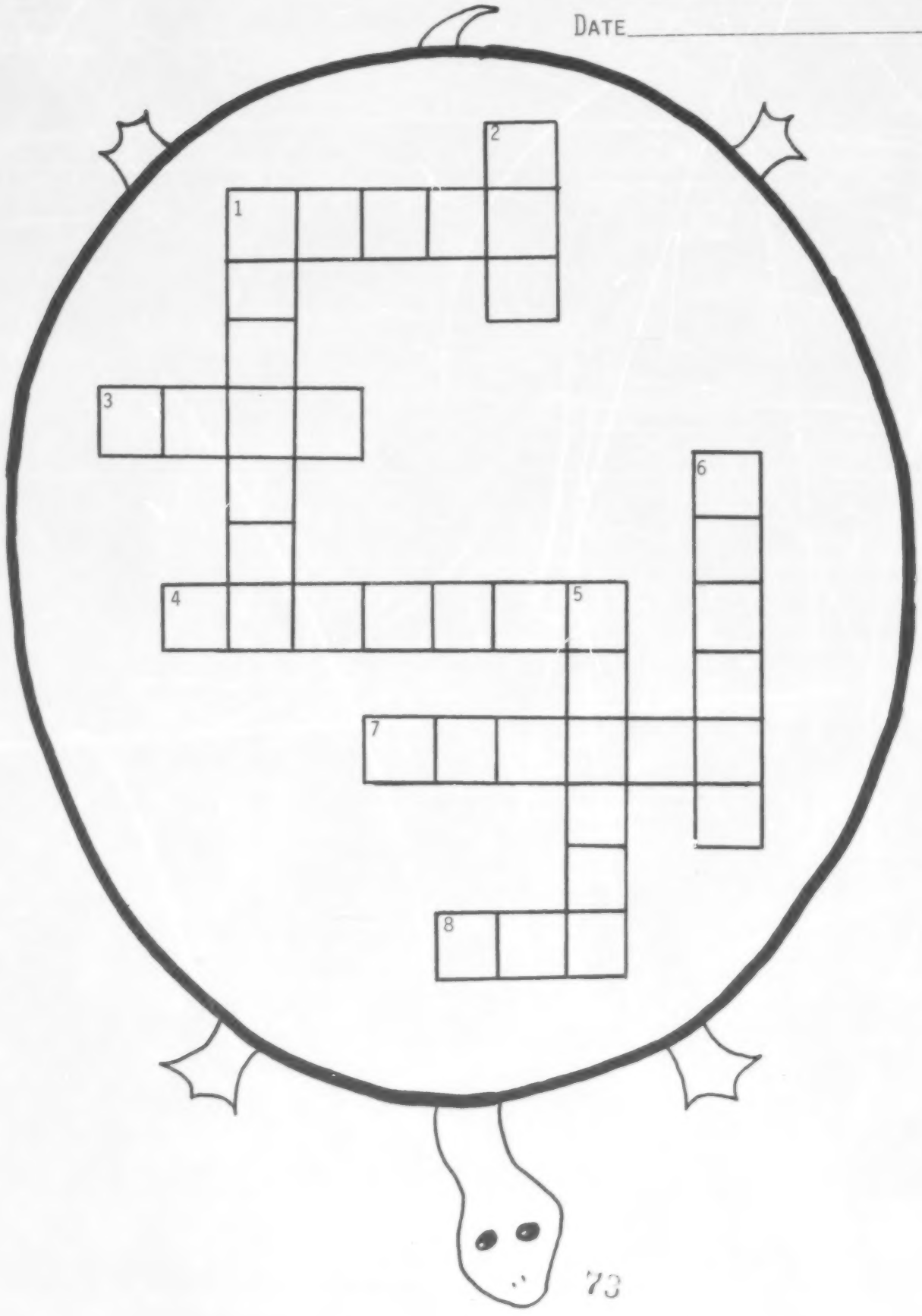
PONY CALF BIRD

CAT FROG DUCK

ACTIVITY SHEET #13A

NAME _____

DATE _____



Activity Sheet #13B

BREEDER	TURTLE	HAMSTER
RABBIT	HORSE	FISH
GERBIL	VET	CAT

Across -

1. We can ride on this animal.
3. This pet lives in a bowl.
4. This person raises baby animals.
7. This small animal sees well and plays at night.
8. The sound this animal makes is "meow."

Down -

1. This small animal has a short tail and whiskers.
2. This is a shorter name for a person who takes care of sick animals.
5. This animal can hear very well with his big ears.
6. Do not paint this animal's shell.

ACTIVITY SHEET #14

NAME_____

DATE_____

DRAW A LINE FROM EACH QUESTION TO THE PICTURE THAT GOES WITH IT. USE EACH ANSWER ONLY ONCE.

WHICH ONE ? ? ?

WHICH ONE HOPS?

WHICH ONE RUNS?

WHICH ONE WIGGLES?

WHICH ONE JUMPS?

WHICH ONE POUNCES?

WHICH ONE TROTS?

WHICH ONE FLIES?

WHICH ONE CAN DO ALL OF THESE EXCEPT FLY?

75

Activity Sheet #15

Name _____

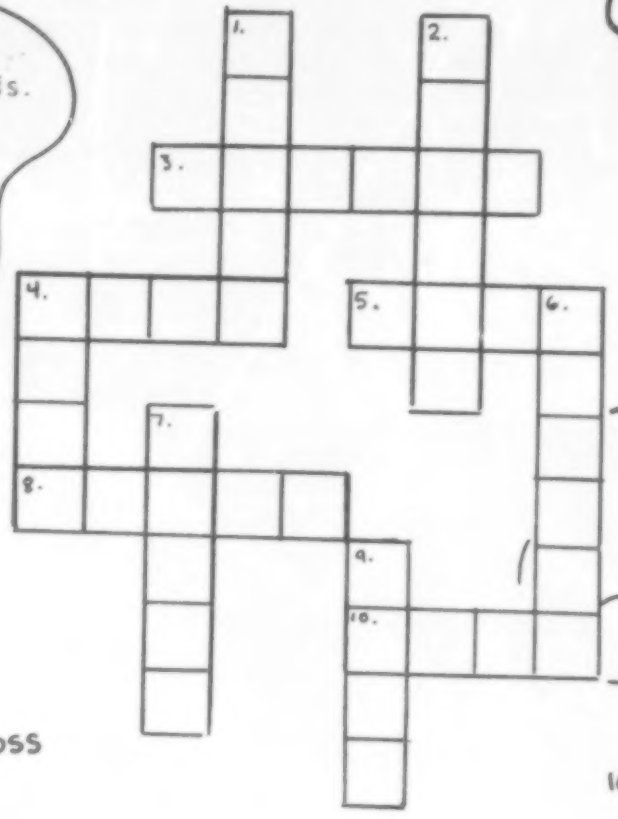
Date _____

ACROSS

3. This keeps a dog from biting.
4. He chews on this.
5. A dog _____ his tail.
8. A _____ is used so a dog won't run away.
10. Dog's feet

DOWN

1. He lives in a dog _____.
2. He wears his dog tags on this.
4. He eats out of this.
6. He _____ with his nose.
7. He _____ when he hears something.
9. Pet's name.



house	leash	bone
sniffs	barks	Spot
bowl	collar	paws
muzzle	wags	

4. ACROSS

9. DOWN

ACTIVITY SHEET #16

NAME_____

DATE_____

WITHOUT A DROP OF WATER
  OR BITE OF FOOD TO EAT
MY DOGGIE EYES ME CLOSELY
  AND WAGS HIS TAIL FOR MEAT.

"OH, PLEASE, JUST COME TO FEED ME,"
  HIS EYES PLEAD UP AT MINE,
"I'M REALLY VERY HUNGRY;"
  THEN HE BEGINS TO WHINE.

I'M GLAD I ATE MY DINNER
  WHEN IT WAS NOON TODAY;
I JUST FORGOT POOR ROVER,
  YOU SEE, I WENT TO PLAY.

I'M HURRYING NOW TO FEED HIM;
  I'M SORRY I DID NOT,
FOR HE DEPENDS UPON ME;
  I'M ALL THE FRIEND HE'S GOT.

TOMORROW I'LL REMEMBER
  AND FEED HIM BEFORE I EAT;
THEN HE WON'T BE SO HUNGRY
  HE'S CRYING IN THE STREET.

By Charlotte Groff